



“Knowledge empowers, self-learning enables”



Annual Report 2018 to 2019

Who We Are



Our Vision

A pluralistic Sri Lanka where all are empowered and included

Our Mission

To empower individuals through knowledge, skills, tools and networks to make sustainable changes in their own lives *and* the lives of their community

Core values

- Human dignity
- Transparency and accountability
- Good governance
- Participation
- Creativity and innovation

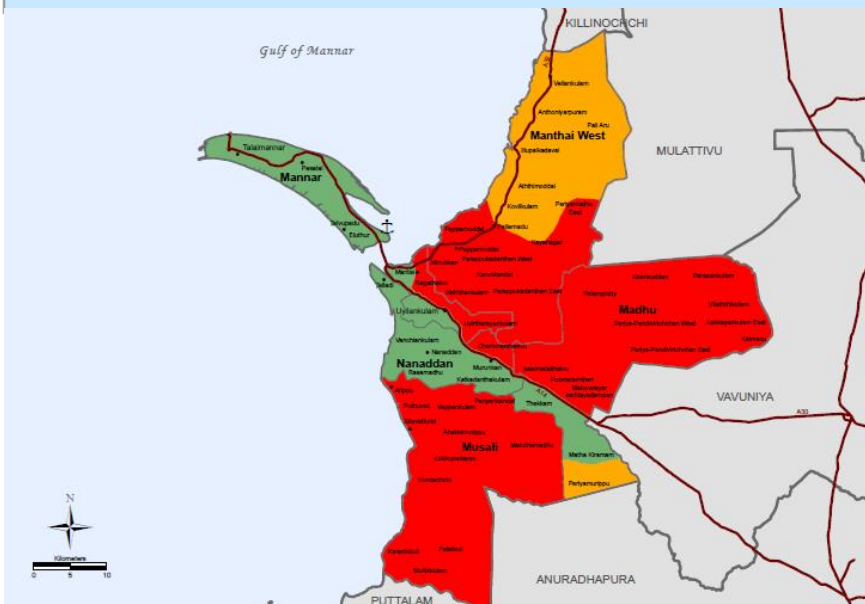
Where We Work



We implement our program in Mannar district with focusing in the Manthai west and Musali DS divisions

Mannar district, situated in the northwest of Sri Lanka, comprises mostly Tamil and Muslim communities, and a small Sinhala speaking community.

The Mannar District was devastated by the protracted conflict, with little opportunity for growth and development throughout the war. Communities experienced continuous displacement from 1990 onwards, only to be resettled after the end of the armed conflict in 2009. Basic services such as accessible health facilities, quality education and livelihoods



How Wework

- **Develop active citizenship through promoting volunteerism**
 - o Mobilise volunteers at all levels: international and national.
 - o Empowers the community.
 - o A means to provide valuable experience/learning, as well as service to others.
 - o A gateway to future employment for the younger generations
- **People-centred approach**
 - o Invest in relationships and in building trust with key stakeholders (maintaining positive relationships is a key business driver).
 - o Design programmes that capture the human perspective.
- **Business in the community**
 - o Increase access to markets and leverage market forces to solve problems.
 - o Introduce a more commercial outlook in decision-making.
 - o Support local entrepreneurship.
- **Horizontal organisational structure**
 - o All volunteers and staff contribute to the success of our organisation.
 - o Decision-making is non-hierarchical and collaborative
 - o Innovation can come from anyone/anywhere!
- **Optimise resources**
 - o Scrutinise and be thoughtful in how resources are matched to the needs of the organisation and those we serve
 - o Prioritise institutional development to ensure organisational sustainability.

What we do

1. Education

Education is one of the important indicators of any country to measure the development of that nation and advancement of its population. Sri Lanka is one of the country always perform well in education in South East Asia and the enrolment rate at national level is very high. But the disparity is wider among periphery and in rural areas. Unequal resource allocation including human resources and others physical resources make big difference in the educational performances. Though the statics revealed that the teacher's cadres are filled fully, the schools in rural and peripheries do not have trained and qualified teachers to match the cadres existing.

Therefore, always there will be lack of teachers to teach the special subjects. In specific, there will not enough teachers to teach subjects such as Science, Maths and English. Even the experience teachers are appointed to those remote schools, lack of facilities such as poor accommodations, very poor transportations, poor road conditions and other facilities influence negatively and they manage to get transfer to

the convenient places. Therefore usually the newly appointed teachers with lack of trainings have to teach in those areas.

The prevailing conditions do not allow even the newly appointed teachers to stay there and most of the time they are compelled to travel daily. Travelling to long distance daily and poor transportation do not allow the teachers to deliver services with full potentials. Madhu Education Zone is one of such difficult area where children and teachers face lots of constrains in studying and teaching respectively. OPEnE as an organization takes initiatives to minimize the negative effects of external influences mentioned above through locally introduced workable mechanisms in the sector of education in specifically to uplift the stand red of educational facilities and services.

The educational interventions had been the continuous efforts of last year with lots of changes in the programme based on the lessons learned to make the programme more appropriate to the targeted beneficiaries.

Two hubs together with extensive outreach program, those were supporting children to improve English Language, IT and soft skills were connected to existing schools during this reporting period to increase the sustainability and continuity. This move also helped the school management to take ownership and became accountable.

The available statistics illustrate that there is a great vacant for English Teacher. In specific, almost all the primary schools do not have English teachers. In this situation, all grade 1-4 primary teachers were selected from Madhu/Mannar Education Zones and they were provided with comprehensive training. The training mainly gave opportunity to the teachers to familiarize best child friendly teaching techniques and practices. Soon after the training, teachers also were encouraged to optimize the available resources to deliver the best service those learned in the programme.

During the reporting period, educational programmes for children and parents were conducted to increase awareness on the importance of children's education. English and IT Camps conducted gave them an opportunity further strengthens their English skills and IT knowledge. All child focussed programmes were designed in consultation with department of education and with experts. IT camps too provided opportunity to the participants to understand the wider benefits of learning IT and its application to manage day to day life successfully. Soft skill programmes conducted for the same targeted beneficiaries gave opportunity to learn the importance of life skills such as team spirit, sharing, leadership, voluntarism etc. These all programmes gave opportunity to the most disadvantaged children.

Key outputs achieved on Education										
<i>No. of students we worked with</i>	<i>No. of parents we worked with</i>	<i>No. of English classes conducted</i>	<i>No. IT classes conducted</i>	<i>No. of e-lessons developed</i>	<i>No. of English camps conducted</i>	<i>No. of awareness programmes conducted for children</i>	<i>No. of awareness programmes conducted for parents and others</i>	<i>No. of soft skills programmes conducted</i>	<i>No. of basic literacy and numeracy classes conducted</i>	<i>No. of teacher trained</i>
965	270	14	8	5	3	06	12	53	04	354

2. Livelihoods

The consequences of protracted war still exist and hinder the economic development of the war affected people, specifically among the marginalized communities. Soon after the resettlement started, government has focused mostly on infrastructure development in the war-affected zones. While the economically poor people are not freely access to credits from government institutions, they seek for private financial institutions for such services. Whereas, getting loan from such financial institutions make the vulnerable to become more vulnerable.

In addition to this, the extreme weather and existing climatic conditions negatively impacted the agricultural and farming activities.

OPEnE continued to work with such unprivileged communities and build their capacities through collaborative interventions.

The farmers were supported with technical inputs to cope the climatic changes such as introducing drought resistant crops, water conservation methods.

Key outputs achieved on Livelihoods			
<i>No. of groundnut farmers</i>	<i>Acreage covered under groundnuts</i>	<i>No. of training program conducted</i>	<i>No. of mentoring visits</i>
10	4.375 acres	9	650

3. Community Capacity building



The interventions undertaken by OPEnE continuously focused the empowerment of the communities especially women in the targeted areas through promoting the self-reliance and education.

The Self Help Groups established earlier were supported through various capacity building activities such as trainings and awareness programmes. The soft component activities also were continued during 2018/19 and they imparted knowledge among groups in leadership, management, and governance and in advocacy. Independent functions of SHGs were ensured, at all-time through effective mechanisms. The concept of “Women to Women Support” enabled vulnerable women groups to cope day to day challenges they come across.

The Self Help Groups established earlier were

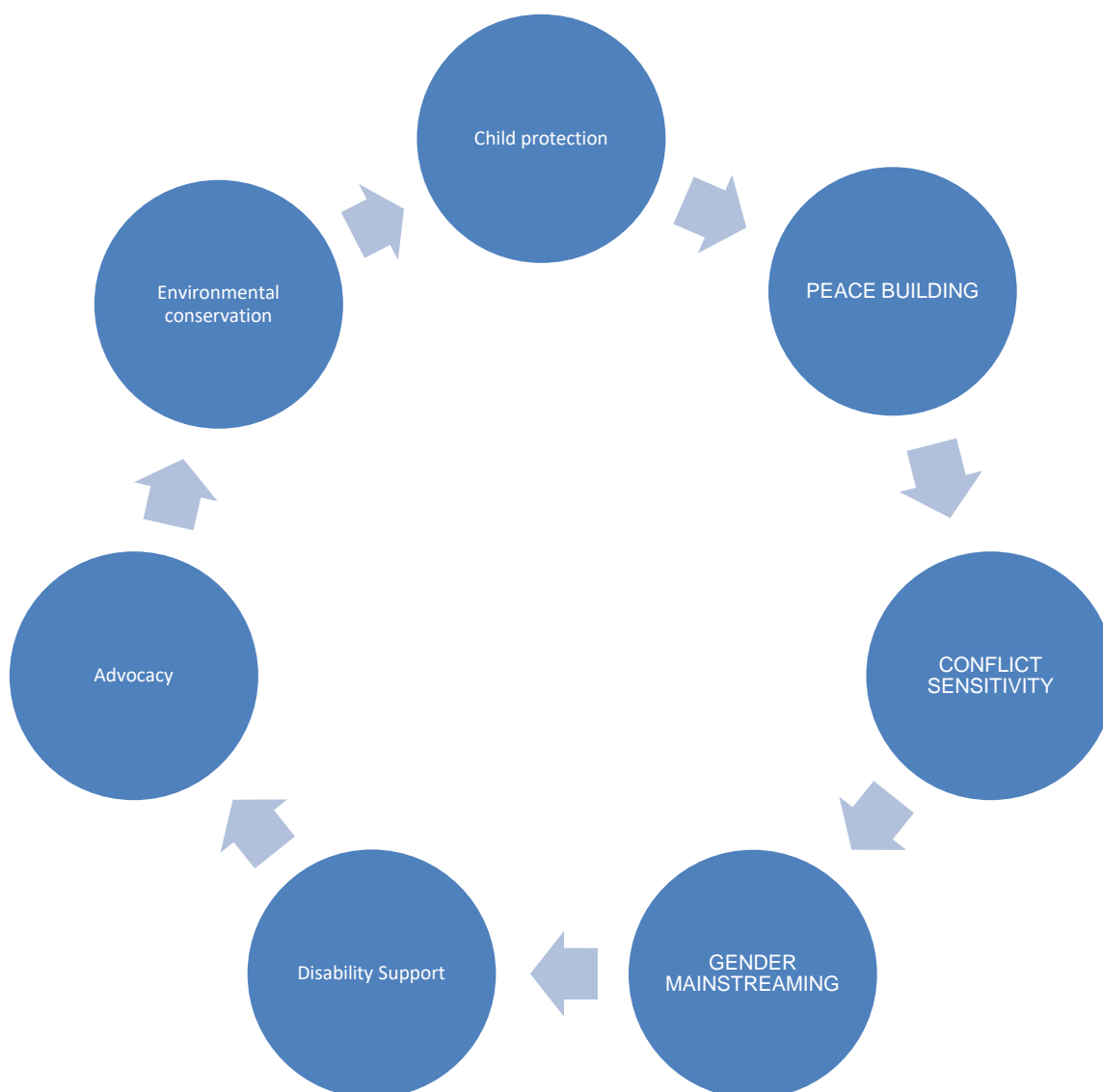
Key outputs achieved in community capacity building					
<i>Self-help groups</i>	<i>Women in SHGS</i>	<i>No. of community capacity training provided (Leadership, communication, Right to Information, etc)</i>	<i>No. of short films on oral dental health developed and handed over to Health department</i>	<i>No. of oral dental health awareness bill boards installed</i>	<i>No. of different IEC materials provided to health department (flashcards, leaflets and tooth models)</i>
155	1085	35	04	03	03

4. Peace building

OPEnE is partnering with National Peace Council to promote peace and reconciliation among multi ethnic societies through various community based activities. Religious leaders, media groups, women groups, physically challenged and youth groups deeply engaged to build peace and reconciliation among the communities.

Key outputs achieved in Peace Building					
<i>No. of District inter religious committee supported</i>	<i>No. Persons benefited in DIRC</i>	<i>No. of SUB group supported</i>	<i>No. of persons benefitted in subgroups</i>	<i>No. of youth benefitted</i>	<i>No. of training programmes conducted</i>
1	34	5	104	62	39

Our other Crosscutting Themes of the Programme



Financial Information

Statement of Comprehensive Income and Expenditure

(All amounts in Sri Lankan Rupees)

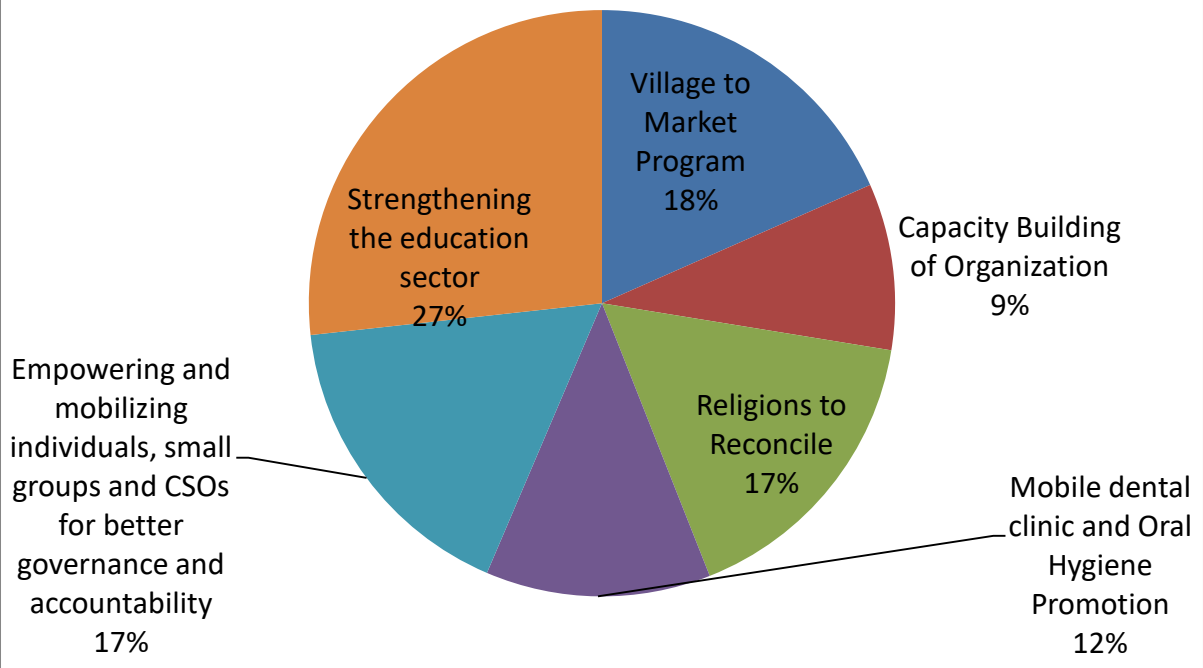
		2019	2018
Incoming Resources		14,784,120.15	8,953,090.10
Less: Project Expenditure		(14,784,120.15)	(8,953,090.10)
Net Surplus/(Deficit) on Project		-	-
Revenue Earned			
Vehicle Rent Income	552,500.00		
Less: Expenses	(96,215.13)	456,284.87	998,984.17
Other Income		299,609.48	248,777.62
House Rent Income		806,824.94	169,000.00
Interest Income		115,586.79	90,312.44
Students Contribution		-	7,050.00
Total Income		1,678,306.08	1,514,124.23
Less: Expenditure			
Administration Expenses			
House Rent		168,000.00	169,300.00
Staff Salary		40,000.00	-
Audit fee		-	40,000.00
Office Supplies, Consumables		-	155.89
		208,000.00	209,455.89
Finance Expenses			
Bank Charges		22,955.59	30,363.63
Overdraft Interest		-	21.48
		22,955.59	30,385.11
Total Expenditure		230,955.59	239,841.00
Excess of Income Over Expenditure for the before tax		1,447,350.49	1,274,283.23
Taxation for the period		(23,357.22)	(43,162.90)
Excess of Income Over Expenditure		1,423,993.27	1,231,120.33

Bird's view of projects implemented

During the Year April 2018 - March 2019

Donor	ZOA Sri Lanka and WNS	Palmera-Australia	National Peace Council	ZOA Sri Lanka
Title of the project	Strengthening the education sector in post-conflict zones	Village to Market Program	Religions to Reconcile	Capacity Building Organization
Project cost in LKR	3,951,802.07	2,718,303.06	2,430,802.50	1,357,244.94
Project status	Ongoing	Completed	Completed	Ongoing
Major activities	<ul style="list-style-type: none"> • English skills development classes • Computer skills development classes • English and ICT camps • Basic literacy and numeracy development classes • Soft skills development workshops and seminars • Awareness for Parents and students on importance of education • Development of primary e-lessons 	<ul style="list-style-type: none"> • SHG formation and strengthening • Cluster formation and strengthening • Improved practices for improved yield: Papaya, Groundnut and Chilli • Facilitation of market linkages • Facilitation for capital linkages 	<ul style="list-style-type: none"> • Strengthening of District inter religious committee • Capacity building training on pluralism and transitional justice for sub groups (women, youth, Person with disabilities, local politicians/community leaders and Media personnel) 	<ul style="list-style-type: none"> • Institutional development • Organizational development
Targeted populations	965 students and 270 parents	236 Families	138 Individuals	
Geographical locations	Manthai west DS division, Mannar district	Periyamadhu village, Mannar district	Mannar District	Mannar District

Project Expenditure



Our contribution for Change

Woman to woman

Introduction:

My name is Salahudeen Wahisa Begam. I am 32 years old. I was resettled at Chilawathurai with my family after the war ended in the year 2009. I have 3 children and all of them are schooling. My husband is running a lumber store. When we were resettled, we had started our life with the minimum basic facilities. When we had the desire to do something and improve our life from that level, we came to know that ZOA had formed Self Help Groups in our village. I was eager to join this Self Help Group and we started a new group named 'Tharul Hutha', on 19.02.2017 with 6 women, and commenced saving. This Self Help Group initiative was women centered and is focused to work towards the enhancement of women as well as to increase the participation of women in this village.

Function:

In June 2018, the organization named OPEnE took up the responsibility to qualify this Self Help Group and started implementing activities with this group. The number of women has gradually increased from 6 to 15 at present. The objective of our group is to "Enhance the quality of life of the widows in our village through providing them possible support"

We meet weekly as a group and do regular savings. We are involved in common activities as well. We carry out the social activities such as conducting Shramadana, putting up the fence around the houses of the elderly, planting the plants in the village, providing due support to the birthday houses and funeral houses as and when required as well as voicing the common needs of the village with the fullest participation of our Self Help Group members.



We have saved the amount of Rs. 150,000 as a group within this one year's time. All the group members have been benefited with the provision of revolving loan amount from Rs. 3,000 to Rs. 20,000. The members were allowed to obtain loans up to maximum 3 times each, and the loans have been obtained 66 times in total up to now.

Benefit:

We could satisfy the following requirements with the loans obtained from our savings in the group:

- To satisfy our day to day requirements such as purchasing the household cooking items as well as the daily meal requirements.
- To fulfill the needs of the school going children.
- To pay the electricity bill and water bill.
- To purchase the building materials and cement for the housing scheme work.
- To run an own shop.
- To support to the job or livelihood initiative of the husband.
- To satisfy other essential needs.

Specifically, I have obtained Rs. 15,000 of loans 2 times in order to help my husband in his job initiatives. In the early days when I joined the group, the cooperation of my husband was very less. However, considering the benefits of the group after the support done through a loan for his own job initiative, he encouraged me to continue to be part in the group and he also made a request to join him too in the group. But, according to the constitution of our group, women only can have the membership in our group.

The activities undertaken as an organization:

A project named Accountability and Good Governance was initiated in the village in order to fulfill the objectives such as, make the women in the village to satisfy their economic needs themselves, increase the participation of women in the community as well as help the women to support themselves. Our services were emphasized in two major areas under this initiative: One is to make the Civil Society Organizations to reach the goals of this project and the other one is to mainstream the activities through Self Help Groups to reach the objective. Based on the above factors, the following activities were given us to be carried out:

"Building the group" Trainings for the Self Help Groups, Leadership Trainings, defining the objectives of the Self Help Groups, field visits, the way of conducting the meetings, problem analysis and resolution, savings and budget reporting and voicing for the services. The monitoring was also done along with the activities.

The knowledge provided by the organization OPEnE gave me the interest to involve more and paved the path to travel along to achieve the goal.

The journey towards the goal:

Two of the group members were thinking together about what they can do to the widows in the village and got a suggestion to collect the details of those widows and to support them with a donation. When this idea was shared among the group members, they all viewed it as a great plan and were decided to work intensively on support on this.

As an initial step, we chose 22 widows from our village and supported 6 widows with the donation amount of Rs. 2,200 monthly, until the month of February, 2019. The women who have the membership in the other groups under this project also help to collect this amount, along with the 15 members of our group. They could be able to fulfill their day to day requirements by using this amount.

We have carried out this work under the theme of mainstreaming and mobilizing the individual, small groups and Civil Society Organizations in order to create the accountability and good governance. We have proved the fact that the women can enhance themselves. We also plan to do more.

"Masha Allah" (God willing) - We all are united and have the same attitude.

Tipping Point

“Education is the key to empowerment and sustainability, Education is a right which is the key to the rest of the rights of life in society. Education is the key to social justice.”

Kailash Satyarthi

A few months ago, a middle-aged woman came to the HUB with a smartly-dressed, young child. He was too shy to even look up at us. After they both came inside, we heard their difficult story.

“This boy’s name is Joshva, he is my nephew. His father and mother are living in another village. They returned last year from India. I bring him with me because of the family’s financial circumstances. He is like my son. I want him to continue his studies but he missed his school leaving certificate in India, so here the school is delaying admission. Can you help us?”

Our immediate response was, “of course we will do our best to get him an admission as soon as possible.”

We then tried to talk to him, asking a few questions to make him feel more comfortable. In the beginning, he was reluctant to talk, but after few minutes he opened up and started to share. “I like to go to school. I like to be here. I am not missing my parents, my ammachi (aunt) takes care of me very well. She is trying very hard to get me this admission.”

We suggested that he come to the HUB in the morning until he gains admission to school. Joshva and his ammachi accepted our proposal.

Initially the principal of the local school questioned, “this kid is 10 years old now but still struggles to read Tamil books, how can I take him in immediately?” However, we promised we would support Joshva’s improvement and get him to where he needed to be.

In the morning classes we identified his challenges with the Tamil language (rather than maths). He did not know the basic letters in Tamil but he was very keen to learn and progress. We also noticed his continued shyness and his reluctance to talk or play with others, no doubt partially related to his Tamil language insecurities.

At the HUB we therefore concentrated on increasing his familiarity with the Tamil letters, spending much of the time on boosting his reading capability. We also met with his parents, increased our understanding of his family’s context and repeatedly visited the school to convince the principle to admit him.

Within two months his dedication and our efforts paid off. The school gave the admission. He now reads basic Tamil books and has improved considerably in his overall Tamil proficiency. He also plays hide and seek and carom with the other children! “I got friends teacher,” Joshva says with a big smile on his face.

We hope that his school admission (alongside his increased confidence) is a tipping point for a brighter future!



Our Team

Board of Directors

Mr.Adaikalam Lesley Jesurajan –Chairperson

Mr. Eliyathamby Christy Jeyaruban –Member

Ms. Nishika Cherine Fonseka –Member

Staff Members

Mr.Arulpragasam Suthagar, Team Leader

Mr .Varuna Ragavananda Alphonsus –Advisor

Mr.Jesuthashan Anexly - Admin officer

Mr.Abdeen Janooriya Begum – Project officer

Mr.Pathmanathan Thavapiragasam- Project officer

Ms.Johalinkam Vijitha - Project Assistant/ Instructor

Ms.Anthony Esther Rebecca Miranda -M&E/Reporting Officer

Ms.Jeyamalar Thevathas - Project Coordinator

Ms.Christhuthash Mariyavanistala - Caretaker

Ms.Benitto Stephy Bensina Fernando - Project officer

Mr.Rajavarothayam Oampragash - Admin & Finance Coordinator

Ms.Christia Arul Thevathas - Project officer

Ms. Kunthavi Umanath- Senior Project officer

Our Donors

ZOA Sri Lanka



Palmera



National Peace Council



Contact Us

Office Address: OPEnE, 08, Hospital Lane, Chavatkaddu, Mannar, Sri Lanka

Email: opene2016@gmail.com

Phone: +94 23 205 1604

Facebook: <https://www.facebook.com/OpenHubEducation>

Website: www.openesrilanka.org